

4 month reporting date 4/02/05
8 month reporting date 8/02/05
12 month completion date 12/02/06

Wall School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04. Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures include a variety of assessment tools and strategies used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining whether the child is a child with a disability.

ARSD 24:05:25:04.03. Determination of eligibility. Upon completing the administration of tests the school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

Through file review the monitoring team confirms the steering committee findings under the provisions appropriate evaluation. In eight of thirteen files reviewed functional assessment was either not done or not summarized into a report form to give to parents.

ARSD 24:05:25:04. Evaluation procedures. School districts shall ensure the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified and tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

In one of thirteen files reviewed the monitoring team determined the evaluation team did not evaluate the student in all areas of suspected disabilities. The student was on the 2004 child count under the category 560 but when the student was reevaluated in 2005 there is no evidence of the team considering the need of either further autism evaluations or bringing forth the present autism information. The student's present evaluations do support the category 525.

Issues requiring immediate attention

ARSD 24:05:22:03 Certified child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

ARSD 24:05:25:04. Evaluation procedures. School districts shall ensure the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified and tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

The following three students identified on the 2004 child count did not have a comprehensive evaluation completed to support their disability category:

- 1) A student identified as emotionally disturbed (505) did not have behavior evaluations or functional evaluations conducted to determine if the behavior was interfering with academic performance. The evaluation team also did not bring forth any previous medical information on the prior notice/permission to evaluate and when determining eligibility to support the disability category 505.
- 2) Another student identified as mentally retarded (510) did not have a comprehensive evaluation upon turning 6 years old. No current ability, achievement, and adaptive/social evaluations were conducted to support the category 510.
- 3) The evaluation results received for a student moving to the district from another state did not meet the South Dakota eligibility criteria for the category of emotionally disturbed (505) as reported on child count.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district will report on annual child count only those students certified as a child in need of special education or special education and related services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 Wall School District will ensure all evaluations are sufficiently comprehensive to support the student's disability category.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will provide training to all special education staff on the following subjects: A) Eligibility criteria and what evaluations are necessary for each of the disability categories B) Evaluation process C) Functional evaluations/ summarizing results into a report form to give to parents C) Review state guidelines for when students need to be reevaluated because of determining continued eligibility and program needs (age three, six, nine, and 16) D) Prior notice requirements for evaluation/reevaluation What data will be given to SEP to verify this objective? The district will report the following: A) Date the training/s were completed B) Assurance that all special education staff participated C) Name of the trainer</p>	Jan. 25 2006	Special Education Director, Special Education Teachers and Speech Therapist	

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

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<p>2. What will the district do to improve? The district will complete a comprehensive evaluation prior to determining a student is eligible for special education or special education and related services. What data will be given to SEP to verify this objective? The district will review 100% of the files during each reporting period which required evaluation or reevaluation and will report the following:</p> <ul style="list-style-type: none"> a) The number of files reviewed b) The number of files in which the student was evaluated/reevaluated in all areas of suspected disability according to the SD eligibility guide. c) The number of files that contained functional evaluation d) The number of files which contained a summary of the evaluation results which were given to parents. 	Dec. 2, 2006	Special Education Director, Special Education Teachers and Speech Therapist	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>3. What will the district do to improve? The district will report on the annual child count only those students, who have a disabling condition, are eligible for special education under the SD eligibility guidelines and are in need of special education. What data will be given to SEP to verify this objective? The district will conduct a comprehensive reevaluation for the above mentioned students, following all procedural safeguards and the evaluation process to determine if the students continue to qualify for special education or special education and related services. The district Will report the following for each of the three students:</p> <ul style="list-style-type: none"> A) Date the district received parental consent for evaluation B) Date of the multidisciplinary team meeting to review test results and determine eligibility C) What category the student was eligible for according to SD guidelines and D) Submit a copy of the eligibility document 	April 2, 2006	Special Education Director, Special Education Teachers and Speech Therapist	
Please explain the data (4 month)			

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Principle 4: Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
ARSD 24:05:30:15 Surrogate parents. Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

Through interview the monitoring team determined the district does have a list of persons who may serve as a surrogate parent

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
[The district will follow and implement all procedural safeguards.](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
[The district will have on file a list of person/s who may serve as a surrogate parent.](#)

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district will develop and maintain a list of person/s who the district has trained to act as a surrogate parent when needed. What data will be given to SEP to verify this objective? The district will report the number of persons on their surrogate list and the date of that training.	April 2, 2006	Special Education Director	

Please explain the data (4 month)
Please explain the data (8 month)
Please explain the data (12 month)

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Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program. Each student's individualized education program shall include a statement of measurable annual goals, including benchmarks or short-term objectives meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the student's disability.

Through file review the monitoring team concluded the district does not adequately address all content of the individualized education program. In seven of twelve files reviewed the district's goals were not observable and measurable. Goals such as "Student will improve writing technique"; "Student will comprehend grade level material"; or "Student will improve expressive communication skills" are not measurable or observable. One of twelve files had the same goal for three consecutive years even through the progress reports consistently indicated the student was making progress.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure IEPs contain all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Annual goals will be written so they are measurable, observable and state what criteria the student must meet in order for the goal to be met.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will provide training to all special education staff regarding IEP content including the development process of writing observable and measurable goals.</p> <p>What data will be given to SEP to verify this objective? The district will report the following:</p> <ul style="list-style-type: none"> A) Date the training/s were completed B) Assurance that all special education staff participated C) Name of the trainer 	<p>March 31, 2006</p>	<p>Special Education Director, Special Education Teachers and Speech Therapist</p>	
Please explain the data (4 month)			
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2. What will the district do to improve? All district IEPs will contain required content, including goals and objectives that are measurable and observable. What data will be given to SEP to verify this objective? The district will review 100% of the files during each reporting period and report the following: A) The number of files review B) The number of files in which the IEP contained all required content including measurable and observable goals.	December 2, 2006	Special Education Director, Special Education Teachers and Speech Therapist	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			